THE SCHOOL DISTRICT OF PHILADELPHIA

Academic Parent Teacher Teams (APTT) Evaluation Report, 2018-19 to 2019-20

Key Findings

- APTT was piloted in grades K-3 in nine School District of Philadelphia (SDP) schools in 2018-19 and in eight SDP schools in 2019-20. APTT was supported by WestEd, an external partner, along with SDP's Family and Community Engagement (FACE) office.
- WestEd coaches had a consistent and supportive structure for teacher planning meetings, APTT meetings, and debrief sessions.
- SDP teachers and school support staff were generally satisfied with WestEd and somewhat satisfied with the school level and District supports throughout implementation.
- While some school had lower attendance compared to other schools, APTT meetings were consistently attended by parents/guardians at all schools.
- Of parents/guardians who responded to our survey, 96% agreed or strongly agreed that attending an APTT meeting was important to them and having the meetings was a positive experience for them.
- About 80% teachers who responded to the survey agreed or strongly agreed that APTT has allowed them to help parents understand their child's academic performance, and 74% agreed or strongly agreed that implementing APTT allowed them to build relationships with their students' parents.

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About the Program

Academic Parent-Teacher Teams (APTT) is a family engagement program aimed at addressing family-school partnerships by improving parent–teacher conferences in a way that expands collaboration between school and home. Teachers share student data, guide data-driven conversations, and provide parents with timely information and academic resources to support student learning.

Funded by the William Penn Foundation, nine School District of Philadelphia (SDP) schools piloted APTT in 2018-19: Blaine, Brown, Carnell, Key, Kirkbride, Lea, McClure, Sullivan, and Welsh. In 2019-20, Welsh withdrew from the APTT pilot, leaving eight schools in the program. The implementation of APTT was supported by WestEd, an external partner, along with SDP's Family and Community Engagement (FACE) office. WestEd provided training and support to build the capacity of teachers, families, and administrators to effectively engage families in advancing student achievement. FACE assisted in coordinating and supporting implementation.

The Structure of APTT Meetings

As part of the APTT approach, parents attended three 75-minute "team meetings" each year with the teacher and other parents and one individual session with the classroom teacher. The team meetings gave parents opportunities to learn and contribute in a collaborative environment. Parents learned important grade-level information about foundational skills and effective, engaged in-home practices. Parents also received take-home activities designed to help their children improve skills.

Each year, schools scheduled three APTT group meetings with all parents in participating classrooms, in addition to an individual parent-teacher meeting with each parent (see Appendix A for schedules). The goal of an APTT meeting is to build rapport with families and to build their capacity to support their children in learning foundational literacy skills.

According to the program model, an APTT meeting consists of six essential elements:

1. A team building activity,
2. Teaching a selected foundational grade-level skill,
3. Sharing de-identified class data,
4. Modeling practice activities,
5. Facilitating family practice of the activities, and
6. Setting SMART (specific, measurable, attainable, relevant, and time-bound) goals.

APTT Implementation in SDP

In 2018-19, all schools held three APTT group meetings at the scheduled times. In 2019-20, due to the COVID-19 pandemic and the transition to digital learning after March 16, 2020, participating schools did not hold a third APTT. Additionally, McClure only held one APTT meeting in 2019-20, as the second was cancelled due to school closure for asbestos abatement.

Prior to each APTT meeting, WestEd coaches met with K-3 teachers and principals to finalize the chosen activities for the upcoming APTT meeting. WestEd coaches facilitated conversations between grade-level teachers to select which foundational grade-level skill and practice activities would be most appropriate for parents. Teachers were encouraged to target skills and choose relevant activities based on current assessment data. Teachers then created presentations and class data graphs.

After APTT meetings, the principal, the WestEd coach, and a designated APTT Champion (school staff member appointed to coordinate all APTT meetings) at each school met to debrief about how the meetings went and to set goals for the next round of preparations and meetings. All schools held additional teacher debrief sessions with participating teachers.

Due to the COVID-19 pandemic and the transition to digital learning after March 16, 2020, data collection activities for school year 2019-20 were limited. This following report examines the school level implementation and parent/guardian's satisfaction of the APTT model during school years 2018-19 and 2019-20. The report includes a summary of school staff's satisfaction and perceived impacts of the APTT model during school year 2018-19. A report analyzing the relationship between parent/guardian participation in APTT meetings and changes in student literacy outcomes during school year 2018-19 was published previously.[1]

Research Questions

1. To what extent was the program implemented as designed?
2. To what extent were teachers and school support staff satisfied with the APTT model and related professional development, coaching, and support?
3. To what extent were parents/guardians satisfied with the APTT model?
4. Were there any perceived changes to family engagement at APTT schools?

[1] See "Academic Parent-Teacher Teams (APTT): Parent Participation and Student Outcomes" Research Brief, available at: https://www.philasd.org/research/wp-content/uploads/sites/90/2020/05/APTT-Outcomes-Report-May-2020.pdf

Data Collection

We collected data from multiple sources to assess the fidelity of program implementation and to provide formative feedback to FACE and WestEd program staff. These activities included administering surveys, conducting interviews, and observing key program activities (Table 1). In addition to these data collection activities, we collected participation data via parent sign-in sheets provided and collected at each APTT school meeting by FACE.

During the 2019-20 school year, we were unable to unable to administer teacher satisfaction surveys, conduct APTT Champion interviews, conduct principal interviews, or conduct family focus groups due to the Covid-19 transition to digital learning in March 2020. Each data collection activity is described in detail after Table 1.

Table 1. APTT data collection activities conducted by ORE in 2018-19 and 2019-20

Data Collection Activity	Date(s) Collected	Frequency and Timing of Administration	Participants	Number Collected
Professional Development (PD) Survey	June 2018	After introduction PD to APTT	Teachers, Principals, APTT school support staff	82
Family Satisfaction Survey	October 2018, January 2019, March 2019, October 2019, January 2020	After each APTT school meeting	Parents/Guardians/Caretakers of students	1,264
Teacher Satisfaction Survey	Spring 2019	After each year of APTT program implementation	Teachers	51
APTT Champion Interviews	Spring 2019	After each year of APTT program implementation	APTT Champions	5
APTT Meeting Observations	October 2018, January 2019, March 2019, October 2019, January 2020	At selected APTT schools	N/A	15

The **Professional Development (PD) survey** was administered in June 2018 after the introductory professional development session was provided to teachers and support staff of the nine APTT pilot schools. The PD survey asked questions about participant's satisfaction and their perceptions of the effectiveness of the training. Specific questions asked about the session content, facilitation, and planned implementation of the APTT model. Eighty-two survey responses were collected.

Family satisfaction surveys were administered at the end of each APTT school meeting to parents, guardians, and/or caretakers of students in APTT classrooms. English and Spanish versions of the survey were available. The survey asked parents to report on the usefulness of the meetings and the effect on their ability to support their child's academic growth, as well as whether the session was convenient and well organized. Families completed 805 surveys (561 in English and 245 in Spanish) in 2018-19 and 459 surveys (347 in English and 132 in Spanish) in 2019-20.

The **teacher satisfaction survey** was administered in spring of 2019. The survey included questions about APTT implementation, challenges to implementation, perceived benefits of the model, and their overall satisfaction with the model. Fifty-one APTT teachers completed the survey.

APTT Champion interviews took place in spring 2019. Each participating school had a designated APTT Champion who coordinated meetings and supported teachers in implementation. During the interview, participants were asked questions about their experiences with the first year of APTT implementation at their school, including successes and challenges, and what supports they would need to continue implementation. Interviews lasted about 30 minutes each, took place over the phone, and were audio-recorded, transcribed, and then coded for themes. ORE contacted all nine APTT Champions to participate in the interviews; five agreed to participate.

APTT meeting observations were conducted by ORE staff members to observe implementation during each APTT school meeting. ORE staff were able to attend at least one meeting held at each APTT school in 2018-19, for a total of nine visits. Due to COVID-19 school closures, ORE was not able to observe each APTT school in 2019-20. ORE staff were able to attended six APTT meetings in 2019-20. In total, 15 meetings were observed. ORE also observed planning meetings and some debrief sessions. WestEd coaches also provided consultant logs summarizing the debrief sessions at the other APTT schools.

Sample

School Selection Process

The opportunity to participate in the APTT pilot was advertised to schools in the monthly FACE newsletter, and emails were sent to all District principals in December 2017. The application period was open from January 29, 2018, to February 16, 2018. The selected schools were announced on March 16, 2018.

In the application, principals were asked to share general information about how long the current principal had been at the school, whether the school had a School Advisory Council, whether or not APTT had previously been implemented, and how many classes per K-3 grade the school had. They were then asked five open-ended questions about why the school wanted to implement APTT, current mindsets and approaches to partnering with families, and what the principal planned to do to make the initiative successful. Principals were also asked to list current school improvement initiatives at their school. Twenty-one schools completed applications. FACE compiled all application materials and shared them with a selection committee.

The selection committee consisted of two representatives from the FACE office, one from the Office of Early Childhood Education, one from ORE (who was not involved in the evaluation efforts), and one from the Office of Grant Development. Each representative reviewed school applications and filled out a rubric to grade the strength of the applications. The rubric asked reviewers to score the answer to each of five questions on a scale from 0-3, for a maximum of 15 points. "Look-fors" and requirements for each score were provided for each question (Appendix B). Reviewers then entered their totaled scores for each school into a Google form. FACE compiled rubric scores and totaled application scores across all reviewers.

After scores were totaled for each school, the schools were ranked by score. The selection committee discussed which schools should participate in APTT. In addition to the totaled score rankings, the committee considered other factors: Coaching Protocol for Early Literacy (CPEL) scores for information about schools' current implementation of the Literacy Block; other programs at each school which might overlap; the number of classes per grade; and additional anecdotal evidence. School network was also a factor: the committee tried to select an even representation of schools across networks. Teacher buy-in (based on principal report) and the budget at each school were discussed. A final consideration was previous implementation: Joseph H. Brown School and James G. Blaine School had both implemented APTT, or a version of it, previously. This was considered a positive. The two most important factors considered were total application score and CPEL scores.

The nine schools[2] selected during the selection meeting matched the nine schools with the highest application scores (Table 2). WestEd program staff also provided a list of the schools they felt would be the best match for the program, based on their own reading of the applications. Five of the selected schools matched WestEd program staff selections, and four did not.

In April, WestEd coaches visited all nine selected schools and met with school principals. During these meetings, WestEd coaches gave principals a program overview and discussed each school's goals and concerns. Other meeting topics included strategies for building awareness and buy-in with teachers and families, each school's implementation plan, and identification of the APTT Champion.

Table 2. Selected APTT schools' application scores

School	Total Application Score (out of 75)
McClure	69
Kirkbride	65
Blaine	63
Key	61
Brown, Joseph	60
Lea	60
Sullivan	55
Welsh	51
Carnell	50

Student Demographics

In 2018-19 and 2019-20, the selected schools served primarily Black/African American and Hispanic/Latino K-3 students. Blaine served the highest proportion of Black/African American K-3 students (94%, Table 3). In both school years, Key served the highest proportion of English Learners (73% and 69%, respectively) and the highest proportion of Asian K-3 students (39% and 43% respectively). APTT schools served a large percentage of economically disadvantaged[3] K-3 students. In 2018-19, Welsh served the highest proportion of economically disadvantaged student

[2] One of the original nine selected schools decided in May 2018 not to participate due to staffing changes and other factors that would make the program a poor fit. Of the two schools tied for the next highest rubric score, Laura H. Carnell School was selected as the best fit for the program.

[3] "Economically Disadvantaged" refers to students who are eligible and are not subject to verification/students who participate in SNAP, TANF, or other social service programs. The percent of students who participate in free or reduced-price lunch ("universal feeding") is based on the Community Eligibility Provision (CEP), which is the percent of students eligible for free meals (i.e., students who are eligible and are not subject to verification/students who participate in SNAP, TANF, or other social service programs) multiplied by a factor of 1.6 and capped at 100%.

(91%). In 2019-20, Blaine served the highest proportion of economically disadvantaged students (82%).

Table 3. Participating School Demographics, Grades K-3, 2018-19 and 2019-20

School	Blaine		Brown		Carnell		Key		Kirkbride		Lea		McClure		Sullivan		Welsh*
School Year	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19
Total Enrollment K-3	214	192	358	341	648	579	259	282	252	240	253	254	441	408	500	391	160
%Special Education	15%	14%	12%	13%	8%	8%	5%	6%	14%	15%	12%	12%	7%	7%	13%	13%	14%
%English Learners	-	-	11%	9%	20%	21%	73%	69%	50%	46%	10%	11%	16%	20%	8%	9%	11%
% Economically Disadvantaged	89%	82%	77%	70%	74%	69%	83%	71%	80%	71%	72%	65%	86%	77%	83%	79%	91%
% Female	52%	52%	44%	45%	48%	46%	42%	45%	50%	51%	45%	47%	50%	48%	48%	47%	49%
% Black/African American	94%	94%	34%	34%	60%	55%	10%	7%	6%	4%	66%	61%	32%	31%	47%	46%	31%
% Hispanic/ Latino	2%	4%	22%	26%	25%	30%	37%	41%	55%	58%	3%	4%	62%	65%	31%	35%	57%
% Multi-Racial/Other	1%	1%	10%	7%	4%	3%	3%	3%	6%	4%	5%	6%	5%	2%	10%	6%	12%
% Asian	-	-	4%	4%	5%	6%	39%	43%	24%	21%	9%	12%	-	-	1%	2%	-
% White	2%	2%	31%	29%	6%	5%	12%	5%	10%	13%	17%	17%	1%	2%	11%	12%	-

*Welsh withdrew from the program before the 2019-20 school year

Findings

Research Question (RQ) 1: To what extent was the program implemented as designed?

Supported planning by WestEd

Three coaches from WestEd supported implementation of APTT throughout the program. Each coach was assigned three schools. One coach left in the second year of implementation, and the two remaining coaches covered all eight[4] remaining schools. WestEd coaches facilitated in-person planning meetings at each school ahead of each APTT meeting, observed meetings as they happened, and facilitated debrief sessions with school leadership after each meeting. Coaches also provided virtual assistance with finding resources and activities, preparing slide shows for meetings, and in other areas where teachers and Champions requested assistance.

WestEd had a consistent and supportive structure for both planning meetings and debrief sessions.

Planning meetings, attended by school staff and a WestEd coach, took place approximately a month ahead of each APTT family meeting. Debriefs were conducted with school leadership and a WestEd coaches immediately after each family meeting. ORE staff attended both planning and debrief meetings at several schools.

ORE observed that planning meetings generally followed the same structure every time during the first year of implementation. The WestEd coaches would facilitate the selection of the grade-level skills which would be targeted, help teachers choose activities, and assist teachers in creating their presentations for the meetings. WestEd coaches shared tips and answered any final questions about parent engagement. During year two of implementation, meetings generally followed the structure of planning meetings from the previous year, with a grade group selecting foundational skills and discussing corresponding activities and materials. WestEd coaches focused on capacity building and sustainability by transitioning leadership of the planning meetings to school-based staff while still offering support and answering questions.

After APTT meetings, the principal, the WestEd coach, and a designated APTT Champion at each school met to debrief about how the meetings had gone and to set goals for the next round of preparations and meetings.

[4] Welsh withdrew from the program before the 2019-20 school year.

School-Level APTT Meeting Facilitation

Participating teachers consistently implemented the APTT meeting structure.

ORE staff observed at least one APTT family meeting at all participating schools, a total of 15 family meeting across 2018-19 and 2019-20 APTT implementation. Observed teachers at all schools consistently followed all six of the components of the APTT meeting protocol: team building, teaching a selected foundational grade-level skill, sharing de-identified class data, modeling practice activities, facilitating family practice of the activities, and setting SMART goals. Each teacher used the PowerPoint templates provided by WestEd.

In the second year of implementation, some schools decided to change the order of the meeting components to better suit their needs, and some schools also decided to hold meetings during the school day and start including students in some parts of the meetings. For example, teachers we observed at McClure during the second year of implementation followed all six of the components of the APTT meeting protocol but changed the order to accommodate inclusion of students. Teachers went through the first three components as usual with parents/guardians while students were out of the classroom for a lesson like gym. They helped parents set SMART goals fourth (instead of last) while the students were still out of the room. After goal setting, students returned to the classroom and joined the APTT meeting to practice the activity with their parent/guardian. Teachers grouped students with a parent/guardian to include students whose parents/guardians were unable to attend and then modeled the activities. Parents/guardians then facilitated games with students as the teacher rotated between groups to check for understanding. Teachers assured students whose parent/guardian was unable to attend the meeting that they would receive the games to take home. While this change did not adhere to the APTT model, WestEd coaches were supportive and flexible of this change.

Kirkbride teachers also made changes during the second year of implementation. They followed the typical meeting structure, but decided not to share the de-identified class data with all parents/guardians during the meeting. Instead, they provided them with their individual student's data. Teachers felt that this method was more private and did not want parents/guardians to feel uncomfortable seeing the performance of their student in comparison to the class's progress. While this change did not adhere to the APTT model, WestEd coaches were supportive and flexible of this change. Teachers did explain the goal they were progressing towards but did not share a visual representation.

Teachers were noticeably more comfortable facilitating APTT meetings throughout the course of implementation.

During the first year of APTT meetings, ORE observed that teachers varied a great deal in the pacing of their meetings. Some teachers took more time with the data-sharing portion of the meeting and had prepared in-depth slides explaining why the skill they were focusing on was important and how it fit into the broader picture of grade-level literacy skills. Other teachers moved through the

data more quickly and focused more on introducing the games the families would be taking home. Teachers also differed in the amount of time they spent modeling the games and activities. Some early meetings lasted half an hour, while others took closer to 75 minutes. By the end of the first year of implementation, meeting times were more consistent.

Explaining foundational skills, sharing classroom data, and modeling activities were all areas where teachers initially showed less comfort. By the third meeting of the first year of implementation, teachers we observed explained how grade-level foundational skills were built upon in other subjects and later grade-levels. One observed teacher took time in explaining reading comprehension and its importance for other aspects of learning. She explained to families that students need to remember what the stories they read are about in order to learn new things. This phrasing helped the parents/guardians in attendance better understand the concept of comprehension within the context of learning. Teachers in third meeting of the first year of implementation, were also observed taking more time to check for understanding at each stage of the meeting, particularly with data sharing and with modeling activities.

By the second year of implementation, ORE staff perceived that observed teachers were more comfortable facilitating the meeting. They allowed more time for parents/guardians to build a rapport and took their time explaining foundational skills. They were better equipped to anticipate questions based on previous experience. While some may have not managed their time effectively, they were more confident in facilitation.

Meeting Attendance

During the first year (2018-19) of implementation, all three APTT meetings took place at all nine participating schools in October, January, and April. A unique total of 1,178 parents/guardians attended at least one APTT meeting during 2018-19 (Table 4). At some schools, parents had multiple children enrolled in grades K-3. In these cases, parents/guardians who attended more than one grade-level meeting at a school were counted once per school and for each grade-level meeting.

In 2019-20, only eight schools implemented APTT. Meetings were scheduled to take place in October, February, and April. However, due to the COVID-19 pandemic and the closure of SDP schools on March 13, 2020, schools did not hold a third APTT meeting in April. Due to asbestos abatement, only seven schools held a second APTT meeting in February. A unique total of 663 parents/guardians attended at least one APTT meeting during 2019-20 (Table 4). For school level attendance see Appendix C.

Table 4. Overall parent/guardian APTT meeting attendance, 2018-19 and 2019-20

		Number of Schools Participating	Kindergarten (a)	First Grade (b)	Second Grade (c)	Third Grade*** (d)	Overall Total (e)
Meeting 1	2018-19	9	177	166	98	105	523
	2019-20	8	136	142	109	78	451
Meeting 2	2018-19	9	136	137	98	112	470
	2019-20	7**	86	110	63	67	318
Meeting 3	2018-19	9	131	125	70	111	412
	2019-20*	0	-	-	-	-	-
Total	2018-19	9	376	351	232	286	1,178
	2019-20	8	192	219	148	127	663

*Due to the COVID-19 pandemic and the transition to digital learning after March 16, 2020, schools did not hold a third APTT meeting in 2019-20.

**Due to asbestos abatement, McClure did not have a second APTT team meeting in 2019-20, reducing the number of schools that held a second APTT meeting from eight to seven.

***In 2018-19 and 2019-20, Lea did not have third grade classrooms participate in APTT. Third grade counts represent eight schools in 2018-19 and seven schools in 2019-20; due to asbestos abatement, McClure did not have a second APTT team meeting.

Table note: The counts in columns (a) through (d) represent the unique number of parents/guardians who attended a grade-level APTT meeting at their student's school. At some schools, parents had multiple children enrolled in grades K-3. The counts in column (e) represent the unique number of parents/guardians who attended an APTT meeting their child(ren)'s school. For example, if a parent/guardian attended a 1st grade-level meeting and a 2nd grade-level meeting at Key, their attendance would be counted once for Key (column (e)) and once for each grade (columns (a) through (d)). If two parents/guardians were able to attend the meeting for their student, each parent was counted uniquely.

Primary Challenges

Teachers perceived parent attendance as a serious challenge to implementation.

Teachers overwhelmingly identified parent attendance as the primary barrier to implementing APTT in open-ended comments on the teacher survey administered after the first year of implementation. When asked about additional challenges to implementation, 29 respondents wrote open-ended comments. Of these comments, 21 related to parent attendance, which was described as a "huge barrier to the possible success of this model." Most comments simply noted the need to "Get families to show up." One respondent said:

> *Parent participation [is a challenge]. There needs to be a need for parents to come to the meetings. It's difficult for some of the parents to attend APTT and an [individual] conference. There is a choice to be made and I have noticed the parents pick the conference. There needs to be a way to make APTT meeting as important as individual one on one conference.*

Respondents expressed a particularly strong sense of frustration with low parent attendance when

they considered the intensive amount of time and preparation that goes into APTT meetings. For example, one comment said, "Parents didn't come! We put in a lot of work and it felt futile." Another commented, "It is a lot of work for no parents to attend."

In interviews, several Champions echoed that APTT meetings require a great deal of preparation time and work compared to traditional report card meetings and stated that it was challenging to give teachers sufficient time and support in their preparations.

> *...the teachers didn't realize the amount of work that they would have to put into it...I tried to give them missed preps and stuff like that, but I think we need to give them more time, work that into the schedule somehow. I don't know how, but we need to do something because it is a lot of work to get this all together.*

Other Champions said that preparing materials (for the take-home games and for the information folders) took time away from developing effective activities and facilitation skills and made teachers less motivated to participate:

> *We...want to keep our teachers motivated and excited about it, and if the teachers have to cut or laminate and copy a million things, it's going to be hard for them because their job is already really hard.*

A Champion at a school with low parent attendance said that it was frustrating to do so much work for so few parents: "...it's scary for us because we're all running around...trying to get it all together for them. And then we don't have parents show up, so we want to scream." The same Champion also said that teachers at her school were able to adapt aspects of the APTT meeting to accommodate for low meeting attendance:

> *What the teachers did, is they made enough for each and every parent, and then when they came in for report cards, they would do a little mini conference with them and the information would go home with the parents then. We're able to do the games and stuff with all the kids, and they did them in school.*

ORE staff also saw meeting implementation challenges related to parent attendance during observations. At one school, staggered parent arrivals made full meeting implementation difficult. Only two out of seven classrooms at this school facilitated an entire APTT model during the third meeting of year one. The other classrooms had parents arriving at various times and did not want to wait for a full meeting to begin. Teachers we observed adapted by incorporating elements of the APTT meetings into individual discussions.

Attendance at another school was particularly low during the third meeting of year one. Only one classroom had multiple parents attend, and this was the only classroom that was able to go through

the entire APTT model at the third meeting. Other classrooms either had no parents attend or had only one attend. When only one parent attended, the meeting turned into a more traditional one-on-one report card meeting, with some aspects of APTT (e.g., benchmark charts or take-home activities) incorporated.

It was difficult to find a meeting time that worked for the largest number of people.

In interviews, Champions said that it was difficult to find a meeting time that balanced convenience for parents with other logistical factors. One Champion said that after holding the first meeting in the evening, they switched the second meeting to coincide with report card conferences so the meeting could be held in the afternoon of a half day. The meeting time was switched to allow more school staff to be present and to keep teachers from having to stay late. The Champion said that as a result, "More staff was available, but then there were less parents able to attend." Other Champions talked about similar scheduling tradeoffs and challenges:

> *We scheduled them during the report card conferences, but we're trying to do ours in the evening because I think that is one of the reasons we didn't have a lot of parent attendance for the last two, more because of people's work schedules, and they weren't available to come during the day.*

> *...it was great having it in the evening, which really suits a lot of parents with working lifestyles. But the problem is, you have parents who have kids in multiple grades and couldn't attend.*

Champions said that childcare was an important part of enabling parents to attend APTT, and they also said that coordinating and funding childcare was a challenge throughout the year. One Champion said that "...childcare can be a challenge. We worked it out this year, but in order to sustain it, I think we really need to have enough people to provide something that the kids want to come and do." Champions discussed their desire to provide something other than "just sticking the kids in the library with a movie." Some Champions also saw events as a way to draw in more families, and one Champion said that they had success turning a start-of-year street party into an opportunity to get more families involved in APTT:

> *It was a big party... Then we signed people up for APTT. That was how we got the first group of parents interested, and how we sort of built our APTT bank of parent contacts. Then we utilized social media a lot to send out alerts that APTT coming up. That was kind of the way we did the big push for APTT, was to get people excited that first night.*

Serving families who needed English support was a challenge.

Three of the interviewed Champions were from schools with large English Learner (EL) populations. They talked about supporting parents whose primary language is not English. Common challenges included coordinating sufficient interpreters and obtaining translated materials for parents:

> *We also had a lot of roadblocks. We have a really diverse language group at [our] school and trying to find appropriate translations, well interpreters to come out, it was just really tough...getting all of our advertisement materials beforehand translated in a timely fashion was also difficult.*

One Champion spoke specifically about the difficulty of the interpreter-request process:

> *They weren't here on time, they didn't send enough at one point, and then they sent some languages that we hadn't requested. They asked us to request, I requested. They said they were reviewing my request, and then they just sent.*

One Champion at a school with a large EL population said that because they have a less linguistically diverse population, they had enough teachers speaking the same language to support parents. She also said, however, that her teachers encountered challenges supporting parents with limited literacy skills:

> *The problem—where we saw a challenge—where the parents were, unfortunately, illiterate. And some teachers were aware of it, and they knew to immediately support in a way that was respectful of the dignity of the parent, which was a wonderful thing to see, but, just—that was a challenge... you don't want to make them uncomfortable to the point where they won't come or feel embarrassed or shamed.*

One Champion said staff at her school were able to use the app ClassDojo to tell their linguistically diverse parents about meetings using the translated text message function:

> *... ClassDojo, we're trying to get more and more classrooms to use that. I think that's the other really great way to let the families know about the conferences, and it's shown the best attendance because everyone has a smartphone and everybody likes text messages. And it translates everything for you.*

The same Champion pointed out that her school still needs in-person interpreters to support parents during meetings and expressed concerns about how this would be possible once the current grant runs out:

> *With the grant money and the FACE office and office of translation has been able to get in-person interpreters, translators here to sit with the families and to go through the meeting. But that's not a sustainable option without money from 440, so if there's any type of translation technology out there that could help us.*

Research Question 2: To what extent were teachers and school support staff satisfied with the APTT model and related PD, coaching, and support?

APTT Training

Professional development participants were generally satisfied with WestEd's initial PD.

On June 14-15, 2018, PD sessions were held to introduce the Academic-Parent Teacher Teams (APTT) model to the nine SDP schools implementing the program during 2018-19. The first day of PD focused on familiarizing participants with the APTT model and the components of an APTT team meeting. The second day of PD focused on actively engaging families for successful implementation of the model. ORE administered PD satisfaction surveys after the APTT sessions to assess satisfaction and perceived training effectiveness. Eighty-two participants took the survey out of 83 who attended the PD. Ninety percent of participants rated the PD as above average or excellent, and 96 percent of participants were confident in their ability to implement the APTT model after the PD.

West Ed coaching before and after meetings

Participants were generally satisfied with the support provided by WestEd staff.

All five interviewed APTT Champions said that WestEd was supportive and that working with their WestEd coach was a positive experience. One Champion said, "WestEd was...great. Their supports were wonderful. Our person was available to us. If we emailed or called her, she was there to help us out." Another Champion also commented on their availability and responsiveness, and talked about their commitment to the program:

> *They definitely go above and beyond to put in their personal time and always available on the phone or by email. Just such a strong belief in the program and how it can unite families and teachers and really provide this foundation for children to succeed.*

A third Champion talked about WestEd's ability to motivate school staff:

> *The WestEd staff is wonderful and they really come with a very positive energy that really motivates all of us to think critically about what we are currently doing in the school and how to better improve parent engagement.*

In general, Champions reported that WestEd staff were positive, responsive, and very supportive throughout APTT implementation.

Satisfaction with school-level supports

Teachers generally reported that they received appropriate support at their schools, but they also described challenges.

Participating APTT teachers (N=89) were surveyed in spring of 2019 about APTT implementation and perceived benefits. Over half of the participating teachers (n=51) responded to a survey for a response rate of 57%. Overall, 75% of respondents, agreed or strongly agreed that they received appropriate support to implement APTT, although responses varied slightly by item (Table 5). At the item level, 88% of teachers agreed or strongly agreed that they received appropriate support from their principal, which was the item with the largest percentage of positive responses. However, 39% of teachers disagreed or strongly disagreed that their principal provided appropriate planning time, which was the item with the largest percentage of negative responses. The percentage of teachers who agreed or strongly agreed that they received support for implementing APTT varied by school.

Table 5. Teacher's perceptions of implementation support (n=51), 2018-19

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
I received appropriate professional development.	24%	57%	18%	2%
The school APTT Champion provided me with appropriate planning support.	23%	58%	17%	2%
I received appropriate technical assistance.	13%	60%	25%	2%
I received appropriate support from my principal.	21%	67%	12%	0%
The principal provided appropriate planning time.	13%	48%	35%	4%
I received helpful feedback from the leadership team.	4%	67%	22%	8%
Overall (average of six questions)	16%	59%	21%	3%

In open-ended comments (n=57) from two questions, respondents provided feedback about additional support, training, and resources that would have been helpful in implementing APTT. The most frequently cited needs were additional support in preparing materials (n=27), additional time to plan (n=18), and additional support with parent outreach (n=11). In general, the comments pertaining to the needs for more planning time were vague in nature with respondents citing a need for "more time to prepare and plan." About half of the comments relating to the need for additional help preparing materials mentioned wanting assistance with preparing take-home activities (n=9) and the PowerPoint presentations used during meetings (n=4). One teacher explained, "Making the games was extremely time consuming and we

had to wait to receive our supplies which made us rush to complete the games." Another teacher said, "Support would be a bigger budget to buy materials or people from APTT to help make multistep games from printed out materials."

The comments related to the need for support for parent outreach centered on a general concern regarding lagging attendance and needing support from non-teacher staff to increase attendance. One respondent noted, "We need more parent outreach - not from the teacher's end, it needs to come from other staff in the school - reaching out to families to get them to come out and understand the importance of APTT." Another respondent wrote, "we need support to get parents into the meetings. I can't say APTT has helped anything in my classroom since I don't have a lot of people coming." More specifically, respondents mentioned needing "marketing," "promotional materials," and "incentives" in order to "entice parent attendance" and "increase buy in."

Satisfaction with District supports

APTT Champions were the primary point of contact between the District central office and their schools during implementation. When asked about the challenges of implementing APTT in interviews, every Champion talked about the process of ordering the materials for meetings through the District program offices. Some Champions said that there were challenges getting the materials to their schools in time to prepare for the meetings, "...the timeline was really tight with this last round of resources. I was actually concerned that I was not going to receive some of the resources." One Champion said that the tight timeline created problems with scheduling sufficient preparation time:

> *...by the time we received our materials to create the games, it was like the week before the meeting, so it was a little bit challenging to make sure that we scheduled in time for the teachers to have time to create the materials and just to get it all done within the time frame that we had.*

Champions also said that they had difficulty getting their orders and requests approved in the first place. Two said that they got the sense that the central office staff in charge of approving requests was not sufficiently knowledgeable about what APTT is or what materials are required to support it: "They were questioning us on why would you need these materials, and if they knew what APTT was, they would be very clear on why we would need these snacks or materials for our families."

Several Champions also reported dissatisfaction with the process of ordering food for family meetings through the program offices:

> *...with the food that was provided, they didn't account for the numbers that we were*

accounting for. We ran out the first time and had to buy pizza out of our own budget... We [also] did our meeting where they could stay, pick up their kids on the half day, have lunch with their child, but that came out of our budget as well...They also didn't account for feeding the kids, only the adults, at one point.

... Then the food, you know we had no control over the food ...I would rather have had that money. I could have done a lot better than potato chips and juice for the last two meetings, with whatever money they gave me.

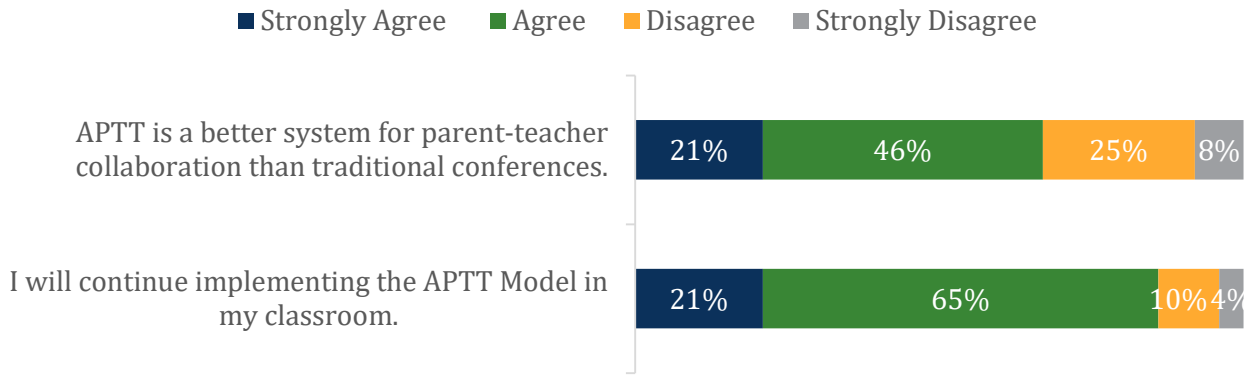
Champions also said that they would have liked more control over the allocation of grant funds for other purposes, such as paying for childcare: "We would have liked to have appropriated money for more childcare and again that was just another issue that was difficult for us to figure out."

Satisfaction with the APTT Model

The majority of participants agreed that APTT is a better system than traditional conferences.

Approximately two-thirds of respondents (67%) agreed or strongly agreed that APTT is a better system than the traditional conferences (Figure 1). Responses to this item varied greatly at the school level. Few teachers from Welsh or Blaine agreed or strongly agreed with this item. Overall, most respondents (86%) agreed or strongly agreed that they will continue to implement the APTT model in their classroom. However, half or fewer of the respondents from Lea and Welsh agreed or strongly agreed to this statement.

Figure 1. Teacher's overall satisfaction with the APTT model (n=47), 2018-19



One Champion said that the model had benefits and could be adapted to work within the contexts and needs of different schools:

I don't see this as a process that needs to be exclusive just to the school who has the funds, or just to the school that is a part of the grant. Honestly, the whole process, the theory behind it, the best practices it employs, could be utilized inside of any school. Now, it might need to be modified based on what you have and what you can do. But, the idea of—sharing data with parents and making them aware of what they can do to change that data, is something that, really, all schools in Philadelphia – or anywhere, really—should be …employing in some form or fashion.

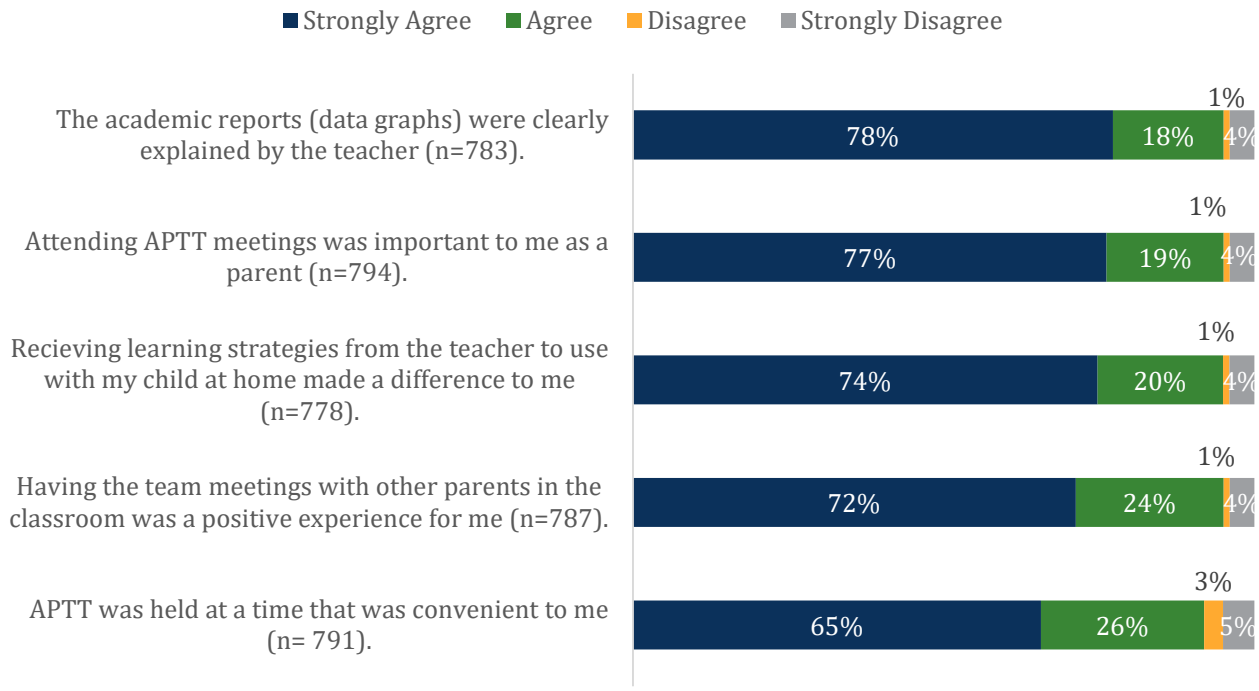
Research Question 3: To what extent were parents/guardians satisfied with the APTT model?

Satisfaction with the APTT Model

Parents/guardians were given a survey at the end of each APTT meeting to collect information about their overall satisfaction. English and Spanish versions of the survey were available. In 2018-19, a total of 805 surveys were collected in total from all schools, with 561 completed in English and 245completed in Spanish. In 2019-20, a total of 459 surveys were collected in total from all schools, with 447 completed in English and 132 completed in Spanish.

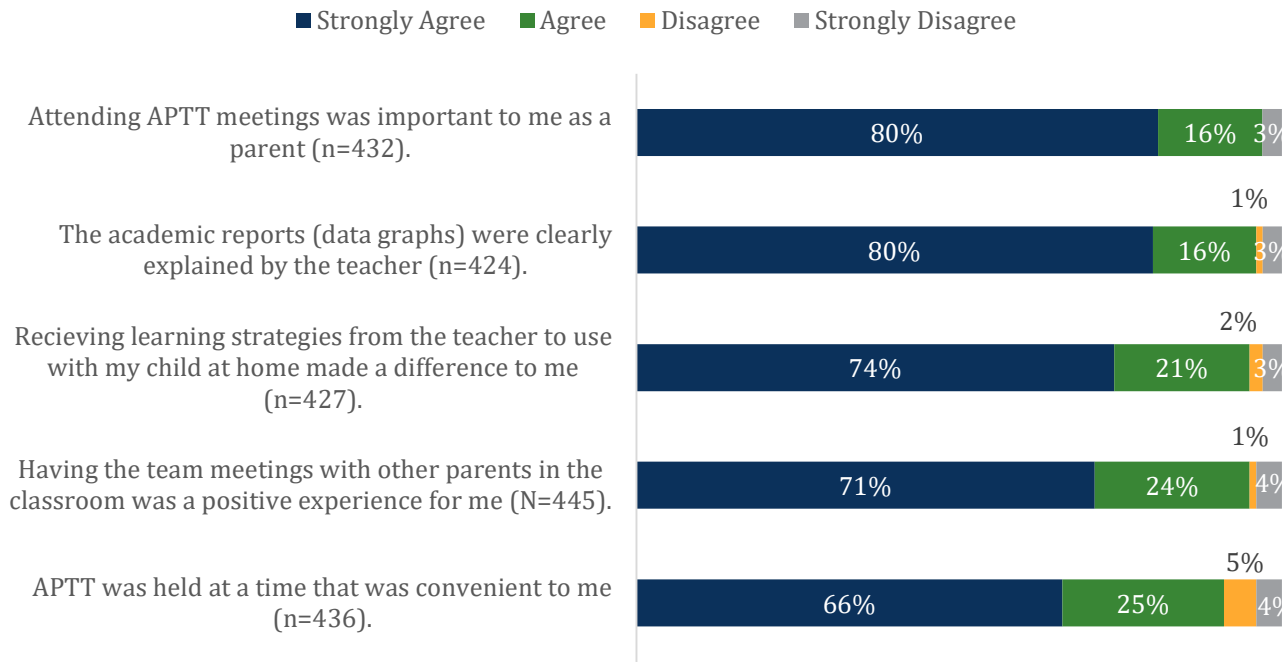
In 2018-19, parents/guardians responded positively to the APTT meeting structure. Participants strongly agreed that attending an APTT meeting was important to them (78%; Figure 2). Parents/guardians also strongly agreed that the data graphs were clearly explained by teachers (77%). Parents/guardians strongly agreed that having team meetings with other parents was a positive experience (72%). Only 65% of parents/guardians agreed or strongly agreed that the APTT meeting was held at a time that was convenient for them.

Figure 2. Parent/guardian general satisfaction with APTT meetings, 2018-19



In 2019-20, only survey data was collected from APTT meeting 1 and meeting 2, due to the COVID-19 pandemic; this explains the smaller n counts. During the second year of implementation, parents/guardians responded positively to the APTT meeting structure. Participants strongly agreed that attending an APTT meeting was important to them (80%; Figure 3). Parents/guardians also strongly agreed that the data graphs were clearly explained by teachers (80%). Parents/guardians strongly agreed that having team meetings with other parents was a positive experience (71%). Only 66% of parents/guardians agreed or strongly agreed that the APTT meeting was held at a time that was convenient for them.

Figure 3. Parent/guardian general satisfaction with APTT meetings, 2019-20

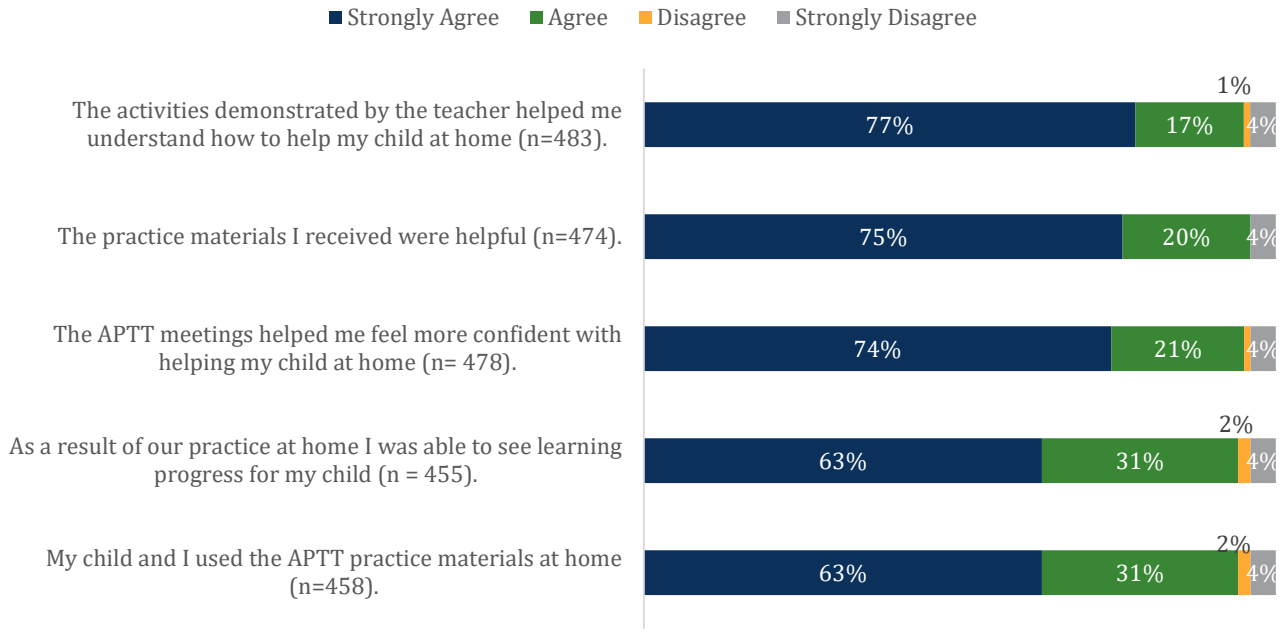


Satisfaction with Practice Materials

Additional questions about practice materials were added to family satisfaction survey administered during the second and third APTT meetings. These questions were added to the survey after the first APTT meeting of each school year when parents/guardians received materials.

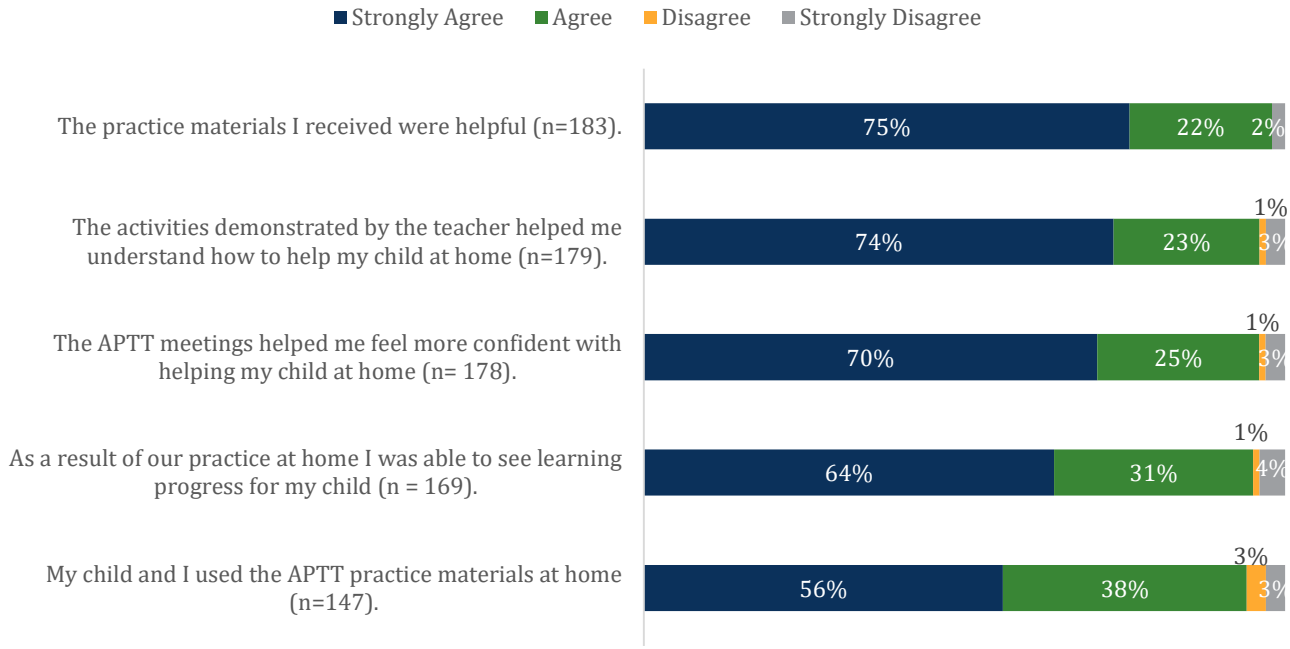
In 2018-19, Parents/guardians (75%) reported that the practice materials they received were helpful, and parents/guardians (63%) reported using the APTT practice materials at home (Figure 4). As a result of the home practice, parents/guardians reported seeing improvement in their student's learning (63%). Parents/guardians reported feeling more confident helping their student at home after attending APTT meetings (74%).

Figure 4. Parent/guardian responses about practice materials, 2018-19



In 2019-20, due to the COVID-19 pandemic, the third APTT meeting in 2019-20 was cancelled, and the following graph (Figure 5) represents responses from parents/guardians who attended only the second APTT meeting of 2019-20. Three-quarters (75%) of parents/guardians who completed the survey reported that the practice materials they received were helpful, and about half (56%) reported using the APTT practice materials at home (Figure 5). As a result of the home practice, 64% of parents/guardians reported seeing improvement in their student's learning. In addition, 70% of parents/guardians reported feeling more confident helping their child at home after attending APTT meetings (Figure 5).

Figure 5. Parent/guardian response about practice materials, 2019-20



Research Question 4: Were there any perceived changes to family engagement at APTT schools?

Teachers and Champions perceived family engagement benefits from implementing the APTT model.

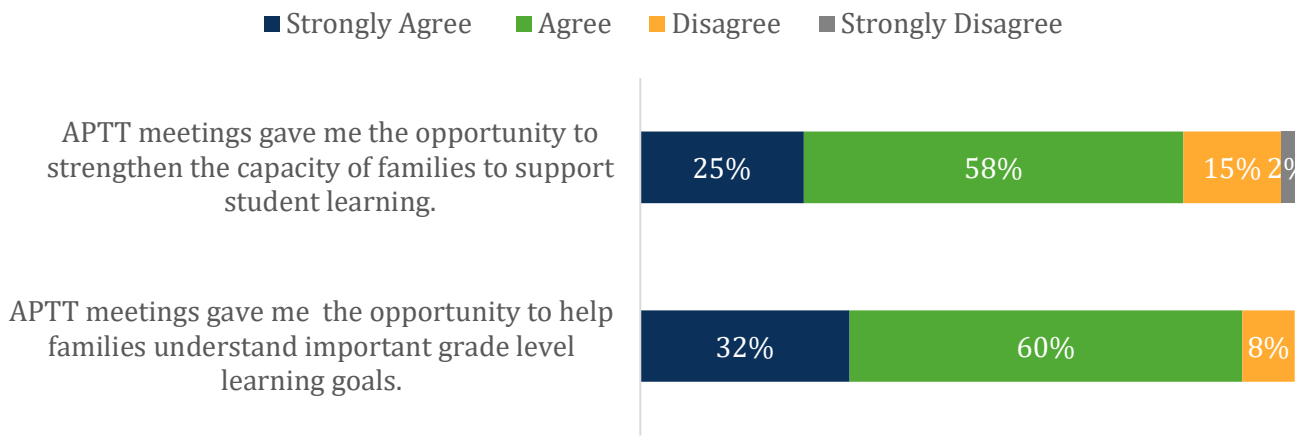
Overall, more than three-quarters of respondents (77%) to the year one teacher survey agreed or strongly agreed that implementing APTT strengthened family engagement (Table 6). Responses varied slightly by item. For example, 80% of teachers agreed or strongly agreed that APTT has allowed them to help parents understand their child's academic performance, and 74% of respondents agreed or strongly agreed that implementing APTT allowed them to build relationships with their students' parents. About one-third of respondents (31%) disagreed or strongly disagreed that the APTT model allowed them to build classroom community or become a more effective partner with their students' parents. Respondents from Welsh, Lea, and Blaine responded least positively to the items about APTT's influence on family engagement.

Table 6. Teacher perceptions of APTT's influence on family engagement (n=47), 2018-19

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
I gave my best effort to personally invite all families to my APTT meetings.	57%	37%	6%	0%
Implementing the APTT Model has allowed me to build relationships with my students' families.	25%	49%	22%	4%
APTT has allowed me the opportunity to build classroom community with my students' families.	25%	43%	27%	4%
APTT has allowed me to help families understand their child's academic performance.	29%	51%	20%	0%
APTT has helped me become a more effective partner with my students' families.	22%	47%	27%	4%
Overall (average of five questions)	32%	45%	20%	2%

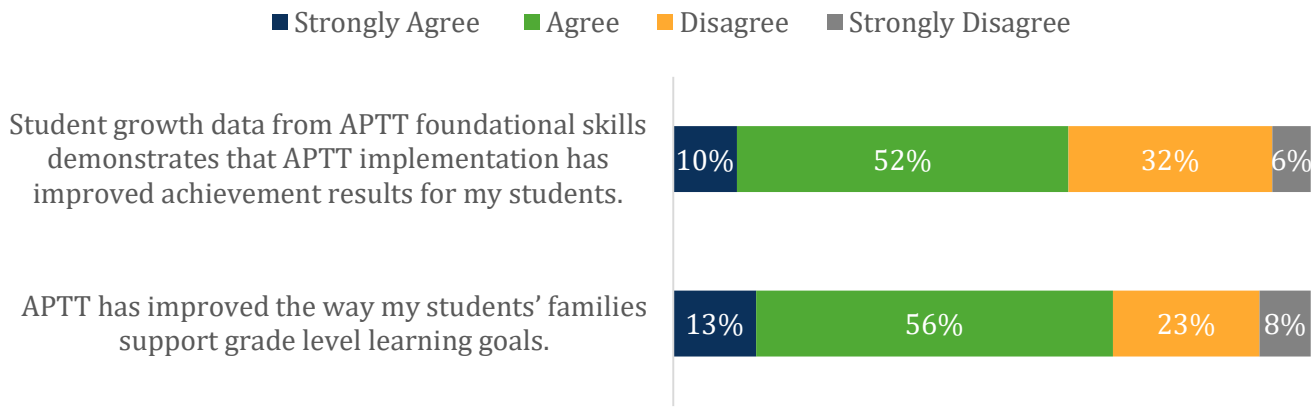
Most respondents (92%) either agreed or strongly agreed that that the APTT meetings provided them with the opportunity to help parents understand the grade-level learning goals of their children (Figure 4). A smaller percentage (82%) either agreed or strongly agreed that the APTT meetings gave teachers an opportunity to strengthen the capacity of families to support student learning. Respondents from Lea, Sullivan, and Welsh responded less positively to these questions than did respondents from other schools.

Figure 6. Teacher perceptions of APTT's influence on opportunities to connect with families around academic content (n=47), 2018-19



Over two-thirds of respondents (69%) agreed or strongly agreed that the APTT model improved the way that families supported student learning (Figure 5). Slightly fewer respondents (62%) agreed or strongly agreed that implementing APTT has improved student achievement related to the APTT focus skills. Respondents from Blaine, Lea, Sullivan, and Welsh responded less positively to these questions than did respondents from other schools.

Figure 7. Teacher perceptions of APTT's influence on supporting student learning and achievement (n=48), 2018-19



Additionally, respondents provided 27 open-ended comments related to the perceived benefits of APTT. The most frequently cited benefit of APTT meetings was helping families better understand how to contribute to their child's learning at home (n=13). For example, one teacher wrote, "APTT allows the teacher the opportunity to help show the parents what they can do to help since they often are unsure of how to help their child." Another said, "Parents get a clear understanding of what their child needs to know and how to support them in their learning." Multiple comments (n=7) also mentioned the benefits of focusing on a specific skill rather than grades. For example, one respondent wrote:

> *I believe the APTT model is beneficial because it focuses on fundamental skills, which improved will strengthen the child's learning ability and success. I believe this is better than the focus on grades and needing to see As on a child's report card. Instead, we focus on progress and what we can do to help not just a letter!*

Additionally, 6 comments focused on the benefits of displaying and explaining student-level performance data to parents. For example, one respondent commented, "Parents seeing where their child landed on the graph was eye-opening and, in some cases, sparked a little competition and allowed the parents to be invested in their child's learning." Other benefits cited in the comments were a general improvement in feeling "connected" to parents (n=5) and seeing relationships develop between parents (n=2).

Champions also reported benefits to parent-teacher relationships, particularly around the practice of sharing data:

> *I think it's gone above and beyond... particularly with the graphs I think has been what parents and teachers really like. It really helps for them to see this is where my student is, this is where*

> *I want to take them, and then here are the materials that are going to help them achieve this. I think it's been really powerful.*
>
> *...we went into APTT thinking that this was a great way to increase parent involvement. But also, what came out of it was a much deeper commitment to arming our parents with the data that they need...It's helped us understand that we really need to get parents in to school and give them a very clear and constantly updated message about what's going on in school, what your child is learning, What they're expected to be where they are, what they're expected to be.*

Another Champion said that parents were also building relationships with other parents through APTT meetings:

> *I feel like it's built some relationships between the teachers and the parents, but also between some of the parents with each other. We saw some of them coming in and saying, "My child talks about your child all the time," and they had never met each other. Those parents got to know each other, so it's just building some relationships and community within the school.*

Conclusions

The Academic Parent-Teacher Teams (APTT) program was piloted in grades K-3 in nine School District of Philadelphia (SDP) schools in 2018-19: Blaine, Brown, Carnell, Key, Kirkbride, Lea, McClure, Sullivan, and Welsh. In 2019-20, the APTT model was implemented in eight schools in grades K-3: Blaine, Brown, Carnell, Key, Kirkbride, Lea, McClure, and Sullivan. WestEd provided training and support to build the capacity of teachers, families, and administrators to effectively engage families in advancing student achievement. SDP's Family and Community Engagement (FACE) office assisted in coordinating and supporting implementation.

Throughout the implementation of APTT, WestEd coaches had a consistent and supportive structure for teacher planning meetings, APTT meetings, and debrief sessions. WestEd coaches created a schedule of planning and follow-up meetings designed to support all schools throughout implementation. Participating APTT teachers implemented all aspects of the APTT meeting structure consistently and confidently. In 2019-20, two schools opted to adapt the meeting structure to meet the needs of their school community. These changes were scheduling meetings during the school day and inviting students to join the meetings to practice the games.

While some schools had lower grade-level attendance compared to other schools, APTT meetings were consistently attended by parents/guardians at all schools. In 2018-19, teachers perceived increasing parent/guardian attendance, scheduling convenient meeting times, and serving families of English learners as challenges to implementation.

Teachers and school support staff were generally satisfied with the introductory training and additional supports provided by WestEd coaches. Teachers and school support staff were somewhat satisfied with the school-level and District supports throughout implementation. APTT Champions stated a primary challenge of working with the District was the process of ordering materials for the APTT meetings. The longer it took to process the order, the less time teachers and APTT Champions had to prepare them for the meeting. Additional challenges listed were ordering food and a lack of control over the allocation of grant funds. APTT Champions would have liked to allocate money to support childcare but faced road blocks. Teachers and school support staff preferred the APTT model to the traditional conference model.

Parents/guardians who attended APTT meetings responded positively to the meeting structure. In both years of implementation, 96% of parents/guardians agreed or strongly agreed that attending an APTT meeting was important to them and having the meetings was a positive experience. In both years of implementation, 95% of parents/guardians reported feeling more confident with helping their child(ren) at home.

Teachers and APTT Champions reported benefits to family engagement from implementing the APTT model. Teachers agreed or strongly agreed that implementing APTT strengthened family engagement. About 80% of teachers who responded to the survey agreed or strongly agreed that APTT allowed them to help parents understand their child's academic performance, and 74% of respondents agreed or strongly agreed that implementing APTT allowed them to build relationships with their students' parents.

Next Steps

The William Penn Foundation approved another grant for WestEd to continue the work of APTT at selected pilot schools for school years 2020-21 and 2020-22. The Office of Research and Evaluation will continue to support the evaluation work for this new grant.

Appendix A: APTT Scheduled Meetings

Figure A1. Schedule of APTT Teacher Planning Meetings, School Meetings, and Debrief Sessions, 2018-19

The SDP 2018-2019 APTT Dates

Teacher Planning 1 & Principal Check-Ins			
Day/Date	**Time**	**School**	**WestEd Coach**
Tuesday September 25, 2018	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Blaine	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Brown	Sara Martinez
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Kirkbride	Marisel Schweitzer
Wednesday September 26, 2018	8:40 AM-3:09 PM 3:30-4:30 PM (PC)	Lea	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Sullivan	Sara Martinez
	8:20 AM-3:09 PM 3:10-4:10 PM (PC)	Welsh	Marisel Schweitzer
Thursday September 27, 2018	8:30 AM-2:30 PM 2:30-3:30 PM (PC)	Carnell	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Key	Sara Martinez
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	McClure	Marisel Schweitzer

APTT 1 Meetings & Leadership Debrief Sessions			
Day/Date	**Time**	**School**	**WestEd Coach**
Tuesday October 23, 2018	2:45-4:00 PM (K) 3:00-4:15 PM (1st-3rd) 4:15-5:15 PM (Debrief)	Carnell	Faith Burtamekh
	5:30-6:45 PM	Brown	Sara Martinez
	5:30-6:45 PM	Kirkbride	Schweitzer
Wednesday October 24, 2018	9:30-10:30 AM (Debrief)	Brown	Sara Martinez
	9:00-10:00 AM (Debrief)	Kirkbride	Marisel Schweitzer
	6:00-7:15 PM	Lea	Faith Burtamekh
	5:00-6:15 PM	Sullivan	Sara Martinez
	3:15 -4:15 PM 4:30-5:30 PM (Debrief)	Welsh	Marisel Schweitzer
Thursday October 25, 2018	9:30-10:30 AM (Debrief)	Lea	Faith Burtamekh
	9:00-10:00 AM (Debrief)	Sullivan	Sara Martinez
	4:30-5:45 PM	Blaine	Faith Burtamekh
	5:00-6:15 PM	Key	Sara Martinez
	4:00-5:15 PM 5:15-6:15 PM (Debrief)	McClure	Marisel Schweitzer
Friday October 26, 2018	9:00-10:00 AM (Debrief)	Blaine	Faith Burtamekh
	8:30-9:30 AM (Debrief)	Key	Sara Martinez

The SDP 2018-2019 APTT Dates

Teacher Planning 2 & Principal Check-Ins			
Day/Date	**Time**	**School**	**WestEd Coach**
Tuesday January 8, 2019	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Blaine	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Brown	Sara Martinez
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Kirkbride	Marisel Schweitzer
Wednesday January 9, 2019	8:40 AM-3:09 PM 3:30-4:30 PM (PC)	Lea	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Sullivan	Sara Martinez
	8:20 AM -3:09PM 3:15-4:15 PM (PC)	Welsh	Marisel Schweitzer
Thursday January 10, 2019	8:30AM-12:30PM 12:45-1:30 PM (PC	Carnell	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Key	Sara Martinez
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	McClure	Marisel Schweitzer

APTT 2 Meetings & Leadership Debrief Sessions			
Day/Date	**Time**	**School**	**WestEd Coach**
Wednesday January 30, 2019	1:00-2:15 PM 2:30-3:30 PM (Debrief)	Lea	Faith Burtamekh
	1:00-2:15 PM 2:15-3:15 (Debrief)	Sullivan	Sara Martinez
	1:00-2:15 PM 2:15-3:15 PM (Debrief)	Welsh	Marisel Schweitzer
Thursday January 31, 2019	12:49-2:04 PM 2:05-3:05 PM (Debrief)	Carnell	Faith Burtamekh
	1:30-2:45 PM 2:45-3:45 PM (Debrief)	Key	Sara Martinez
	1:00-2:15 PM 2:15-3:15 PM (Debrief)	McClure	Marisel Schweitzer
Friday February 1, 2019	1:00-2:15 PM 2:15-3:15 PM (Debrief)	Blaine	Faith Burtamekh
	1:00-2:15 PM 2:15-3:15 PM (Debrief)	Brown	Sara Martinez
	1:00-2:15 PM 2:15-3:15 PM (Debrief)	Kirkbride	Marisel Schweitzer

The SDP 2018-2019 APTT Dates

Teacher Planning 3 & Principal Check-Ins			
Day/Date	**Time**	**School**	**WestEd Coach**
Tuesday March 12, 2019	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Blaine	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Brown	Sara Martinez
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Kirkbride	Marisel Schweitzer
Wednesday March 13, 2019	8:40 AM-3:09 PM 3:30-4:30 PM (PC)	Lea	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Sullivan	Sara Martinez
	8:20 AM-3:09 PM 3:10-4:10 PM (PC)	Welsh	Marisel Schweitzer
Thursday March 14, 2019	8:30 AM-12:45 PM 12:45-1:45 PM (PC)	Carnell	Faith Burtamekh
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	Key	Sara Martinez
	8:30 AM-3:09 PM 3:15-4:15 PM (PC)	McClure	Marisel Schweitzer

APTT 3 Meetings & Leadership Debrief Sessions			
Day/Date	**Time**	**School**	**WestEd Coach**
Wednesday April 3, 2019	1:00-2:15 PM 2:30-3:30 PM (Debrief)	Lea	Faith Burtamekh
	1:00-2:15 PM 2:15-3:15 PM (Debrief)	Sullivan	Sara Martinez
	1:00-2:15 PM 2:15-3:15 PM (Debrief)	Welsh	Marisel Schweitzer
Thursday April 4, 2019	2:45-4:00 PM (K) 3:00-4:15 PM (1st-3rd) 4:15-5:15 PM (Debrief)	Carnell	Faith Burtamekh
	1:30-2:45 PM 2:45-3:45 PM (Debrief)	Key	Sara Martinez
	1:00-2:15 PM 2:15-3:15 PM (Debrief)	McClure	Marisel Schweitzer
Friday April 5, 2019	1:00-2:15 PM 2:15-3:15 PM (Debrief)	Blaine	Faith Burtamekh
	1:00-2:15 PM 2:15-3:15 PM (Debrief)	Brown	Sara Martinez
	1:30-2:45 PM 2:15-3:15 PM (Debrief)	Kirkbride	Marisel Schweitzer

Figure A2. Schedule of APTT Teacher Planning Meetings, School Meetings, and Debrief Sessions, 2019-20

2019-2020 APTT Dates - SDP

Teacher Planning 1 & Principal Check Ins			
Day/Date	**Time**	**School**	**WestEd Coach**
Monday September 16, 2019	8:30 AM – 3:00 PM 3:00 – 4:00 PM	Welsh	Faith
Tuesday September 17, 2019	8:30 AM – 3:00 PM 3:15 – 4:15 PM	Kirkbride	Faith
Wednesday September 18, 2019	8:30 AM – 3:00 PM 3:15 – 4:15 PM	Lea	Faith
	8:30 AM – 3:00 PM 3:00 – 4:00 PM	Sullivan	Sara
Thursday September 19, 2019	8:30 AM – 1:30 PM 1:30 – 2:30 PM	Brown	Sara
	9:30 AM – 3:00 PM 3:00 – 4:00 PM	Carnell	Faith
Friday September 20, 2019	8:30 – 10:15 AM	Blaine	Faith
	8:30 AM – 11:15 AM 11:15 AM -12:00 PM	Key	Sara
	3rd: 11:15 AM – 12:00 PM K: 12:45 -1:30 PM 1st: 1:30 – 2:15 PM 2nd: 2:15 – 3:00 PM	McClure	Faith & Sara
Saturday September 21, 2019	9:00 AM – 3:30 PM	440 N. Broad Street – Room 1080	

APTT 1 Meetings & Leadership Debrief Sessions			
Day/Date	**Time**	**School**	**WestEd Coach**
Tuesday October 22, 2019	1:00 – 2:15 PM (mtg) 2:15 – 3:15 PM (debrief)	Welsh	Maria/Faith
	3:30 – 4:45 PM (mtg)	Key	Sara
Wednesday October 23, 2019	8:30 – 9:15 AM (debrief)	Key	Sara
	1:00 – 2:15 PM (mtg) 2:15 – 3:00 (debrief)	Blaine	Faith
	4:00 – 5:15 PM (mtg) 5:15 – 6:15 PM (debrief)	Lea	Faith
	5:00 – 7:00 PM (mtg)	Brown	Sara
	1:45 – 3:00 PM (mtg) 3:00 – 4:00 PM (debrief)	Kirkbride	Maria
Thursday October 24, 2019	9:00 – 10:00 AM (debrief)	Brown	Sara
	Arrive @ 9:30 AM 3:45 – 5:00 PM (mtg) 5:15 – 5:45 PM (debrief)	Carnell	Faith
	1:30 – 3:00PM (mtg) 3:15 – 4:15 PM (debrief)	McClure	Maria
	5:00 – 6:15 PM (mtg)	Sullivan	Sara
Friday October 25, 2019	8:30 – 9:30 AM (debrief)	Sullivan	Sara

2019-2020 APTT Dates - SDP

Teacher Planning 2 & Principal Check Ins			
Day/Date	**Time**	**School**	**WestEd Coach**
Monday December 9, 2019	8:30 AM – 3:00 PM 3:00 – 4:00 PM	Welsh	Faith
Tuesday December 10, 2019	8:30 AM – 3:00 PM 3:15 – 4:15 PM	Kirkbride	Faith
	3rd: 11:15 AM – 12:00 PM K: 12:45 -1:30 PM 1st: 1:30 – 2:15 PM 2nd: 2:15 – 3:00 PM	McClure	Sara
Wednesday December 11, 2019	8:30 AM – 3:00 PM 3:15 – 4:15 PM	Lea	Faith
	8:30 AM – 3:00 PM 3:00 – 4:00 PM	Sullivan	Sara
Thursday December 12, 2019	8:30 AM – 1:30 PM 1:30 – 2:30 PM	Brown	Sara
	9:30 AM – 3:00 PM 3:00 – 4:00 PM	Carnell	Faith
Friday December 13, 2019	8:30 – 10:15 AM	Blaine	Faith
	8:30 – 11:15 AM 11:15 AM – 12:00 PM	Key	Sara

APTT 2 Meetings & Leadership Debrief Sessions			
Day/Date	**Time**	**School**	**WestEd Coach**
Tuesday February 4, 2020	1:30 – 3:00PM (mtg) 3:15 – 4:15 PM (debrief)	McClure	Maria
	5:00 – 7:00 PM (mtg)	Brown	Sara
Wednesday February 5, 2020	9:00 – 10:00 AM (debrief)	Brown	Sara
	1:00 – 2:15 PM (mtg) 2:15 – 3:00 (debrief)	Blaine	Faith
	4:00 – 5:15 PM (mtg) 5:15 – 6:15 PM (debrief)	Lea	Faith
	5:00 – 6:15 PM (mtg)	Sullivan	Sara
	1:45 – 3:00 PM (mtg) 3:00 – 4:00 PM (debrief)	Kirkbride	Maria
Thursday February 6, 2020	8:30 – 9:30 AM (debrief)	Sullivan	Sara
	Arrive @ 9:30 AM 1:30 – 2:45 PM (mtg) 3:00 – 3:45 PM (debrief)	Carnell	Faith
	3:30 – 4:45 PM (mtg)	Key	Sara
Friday February 7, 2020	8:15 AM – 9:00 AM (debrief)	Key	Sara
	1:00 – 2:15 PM (mtg) 2:15 – 3:15 PM (debrief)	Welsh	Maria

2019-2020 APTT Dates - SDP

Teacher Planning 3 & Principal Check Ins			
Day/Date	**Time**	**School**	**WestEd Coach**
Monday March 2, 2020	8:30 AM – 3:00 PM 3:00 – 4:00 PM	Welsh	Faith
Tuesday March 3, 2020	8:30 AM – 3:00 PM 3:15 – 4:15 PM	Kirkbride	Faith
Wednesday March 4, 2020	8:30 AM – 3:00 PM 3:15 – 4:15 PM	Lea	Faith
	8:30 AM – 3:00 PM 3:00 – 4:00 PM	Sullivan	Sara
Thursday March 5, 2020	8:30 AM – 1:30 PM 1:30 – 2:30 PM	Brown	Sara
	9:30 AM – 3:00 PM 3:00 – 4:00 PM	Carnell	Faith
Friday March 6, 2020	8:30 – 10:15 AM	Blaine	Faith
	8:30 – 11:15 AM 11:15 AM – 12:00 PM	Key	Sara
	3rd: 11:15 AM – 12:00 PM K: 12:45 -1:30 PM 1st: 1:30 – 2:15 PM 2nd: 2:15 – 3:00 PM	McClure	Faith & Sara

APTT 3 Meetings & Leadership Debrief Sessions			
Day/Date	**Time**	**School**	**WestEd Coach**
Tuesday April 14, 2020	1:30 – 3:00PM (mtg) 3:15 – 4:15 PM (debrief)	McClure	Maria
	3:30 – 4:45 PM (mtg)	Key	Sara
Wednesday April 15, 2020	8:30 – 9:15 AM (debrief)	Key	Sara
	1:00 – 2:00 PM (mtg) 2:15 – 3:15 PM (debrief)	Welsh	Maria
	1:00 – 2:15 PM (mtg) 2:15 – 3:00 (debrief)	Blaine	Faith
	4:00 – 5:15 PM (mtg) 5:15 – 5:45 PM (debrief)	Lea	Faith
	5:00 – 7:00 PM (mtg)	Brown	Sara
Thursday April 16, 2020	9:00 – 10:00 AM (debrief)	Brown	Sara
	Arrive @ 9:30 AM 1:30 – 2:45 PM (mtg) 3:00 – 3:45 PM (debrief)	Carnell	Faith
	5:00 – 6:15 PM (mtg)	Sullivan	Sara
Friday April 17, 2020	8:30 AM – 9:30 AM (debrief)	Sullivan	Sara
	1:45 – 3:00 PM (mtg) 3:00 -4:00 PM (debrief)	Kirkbride	Maria

Appendix B: School Selection

Figure B1. APTT Application

Academic Parent-Teacher Team (APTT) Interest Application for K-3

School:	School Address:	School Phone:

Number of Classrooms per grade K-3
___ K ___ 1st ___ 2nd ___ 3rd

Principal Name:	Principal Email:	Principal Phone:

Principal Years at School:		

Section 1:

____ Y ____ N Has your school implemented APTT?

____ Y ____ N Does your school have a School Advisory Council?

____ Y ____ N As the Principal, I have communicated with my leadership team and K-3 teaching staff about APTT and they are on board. If yes, have all teachers agreed to attend initial training and implementation dates?

Section 2: Questions

Question 1: Why is your school interested in implementing the APTT model?

Question 2: How many school improvement initiatives is the school currently implementing? Please list and briefly explain each initiative.

Question 3: The core of the APTT model is that families are considered as valued partners for advancing student achievement. Is this currently a deeply embedded school mindset? Please explain how this is currently evident in your school.

Question 4: How does your school support families as champions for their children's academic success?

Figure B2. APTT Application Scoring Rubric

Total Score (Max of 15 Points): _____

Instructions: Score each question by entering 0-3 points. Add the points for all five questions. Enter the sum as the Total Score. After completing the score sheet for all 21 schools complete this Google Form: APTT Application Scores Form

Question #	0 Points	1 Point	2 Points	3 Points	Reviewer's Score
Question 1	No response	Response does not address the need for home-school connection in relationship to learning	Response is related to accountability instead of impact and school improvement	Response includes: • The need for parents to help/support student learning • Parent support is a critical part of the school improvement process • Family engagement is a school improvement strategy (Research)	
Question 2	8-10 initiatives	5-7 initiatives	4-5 initiatives	0-3 initiatives	
Question 3	Response is focused on parent attendance vs. quality of programming	Response addresses 1-2 out of the 5 areas in three-point column	Response addresses 3 out of the 5 areas in three-point column	• School has an active School Advisory Council • School communicates with families regularly and in a variety of ways • High parent attendance at Back to School Night and Parent/Teacher Conferences • Families volunteer at school • Trust and relationships with families is critical	
Question 4	Response does not address the question	Response focuses on compliance/mandatory meetings	Response goes beyond mandatory/compliance and includes some creative ways for helping families to become champions	Parent trainings/meetings that include: • Access grades and student progress • School priorities and budgets • Grade level learning targets Other activities such as: • School Advisory Council • Parent/Principal planning meetings • Volunteering in the classroom	
Question 5	Response is focused on parent attendance vs. quality of programming	Response addresses 1-2 out of the 5 areas in three-point column	Response addresses 3 out of the 5 areas in three-point column	• Build awareness and buy-in with staff about the new initiative • Ensure teachers have adequate training and adequate planning time • Principal is an active participant/champion of this work • Principal indicates a need for distributed leadership and teamwork	

Appendix C. School-Level Attendance

For the following tables (C1 to C5) the overall counts represent the unique number of parents/guardians who attended an APTT meeting at their child's school. At some schools, parents had multiple children enrolled in grades K-3. In these cases, parents/guardians who attended more than one grade-level meeting at a school were counted once per school and for each grade-level meeting. For example, if a parent/guardian attended a 1st grade-level meeting and a 2nd grade-level meeting at Key, their attendance would be counted once for Key (overall school attendance) and once for each grade (grade-level attendance). If two parents/guardians were able to attend the meeting for their child, each parent was counted towards overall school and grade-level attendance.

Table C1. APTT Meeting #1 school level attendance, 2018-19

	Number of Parents				
School	**Kindergarten**	**First Grade**	**Second Grade**	**Third Grade**	**Overall**
Blaine	14	8	14	16	47
Brown	4	11	23	2	39
Carnell	15	9	13	9	46
Key	20	32	-	21	68
Kirkbride	31	22	13	6	69
Lea	29	31	-	17	76
McClure	47	40	24	24	130
Sullivan	12	9	5	4	29
Welsh	5	4	6	6	19
Total	**177**	**164**	**98**	**105**	**523**

Table C2. APTT Meeting #2 school level attendance, 2018-19

School	**Number of Parents**				
	Kindergarten	**First Grade**	**Second Grade**	**Third Grade**	**Overall**
Blaine	7	2	0	2	11
Brown	2	8	24	3	37
Carnell	14	5	6	3	28
Key	27	43	5	43	115
Kirkbride	22	13	20	16	67
Lea	15	19	-	3	37
McClure	26	24	28	27	101
Welsh	4	8	6	6	23
Sullivan	19	15	9	9	51
Total	**136**	**137**	**98**	**112**	**470**

Table C3. APTT Meeting #3 school level attendance, 2018-19

School	Number of Parents				
	Kindergarten	First Grade	Second Grade	Third Grade	Overall
Blaine	6	4	0	7	17
Brown	2	6	19	5	32
Carnell	11	9	4	12	33
Key	22	48	3	42	110
Kirkbride	19	14	8	7	47
Lea	14	9	-	5	28
McClure	25	22	22	20	78
Welsh	14	10	7	9	36
Sullivan	18	3	7	4	31
Total	**131**	**125**	**70**	**111**	**412**

Table C4. APTT Meeting #1 school level attendance, 2019-20

School	Number of Parents				
	Kindergarten	First Grade	Second Grade	Third Grade	Overall
Blaine	6	4	0	1	10
Brown	16	27	10	5	58
Carnell	4	6	0	10	20
Key	22	24	32	13	88
Kirkbride	16	15	17	19	66
Lea	32	20	8	-	60
McClure	36	33	35	23	121
Sullivan	4	13	7	7	28
Total	**136**	**142**	**109**	**78**	**451**

Table C5. APTT Meeting #2 school level attendance, 2019-20

School	Number of Parents				
	Kindergarten	First Grade	Second Grade	Third Grade	Overall
Blaine	9	8	1	2	19
Brown	0	18	12	6	35
Carnell	0	6	0	8	14
Key	37	33	32	31	131
Kirkbride	28	17	12	18	72
Lea	12	12	3	-	27
Sullivan	0	16	3	2	20
Total	**86**	**110**	**63**	**67**	**318**